

**2013-2014
Campus Improvement Plan
for
Ginnings Elementary School**

Denton Independent School District

Mission Statement

Denton Independent School District's Mission Statement

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

Ginnings Elementary School's Mission Statement

Mission, Vision, Values, Goals
2013-2014

Campus Mission: Working together to provide a safe environment that empowers all to be successful life-long learners.

5th – Make It Happen

4th – We Believe

3rd – Exceeding Expectations; United as One

2nd – Challenge Yourself, Inspire Others

1st – Inspiring each other to exceed our expectations; Leading by Example

K – Believe, Exceed, Achieve, Together (BEAT)

Campus Vision: At Ginnings Elementary, we believe our students can achieve life-long learning by challenging all students, teachers and parents to exceed all expectations to make it happen. United as One, Inspired by All.

Campus Values:

- We will enhance our professional skills that lead to student success.
- We will ensure each student can develop to his/her potential.
- We will support parents as a vital component to student success.
- We will provide a safe and nurturing community, which is essential to academic excellence.
- We will collaborate.

Campus Goals:

- We will implement lessons with links to real life situations.
- We will utilize technology to prepare students for the 21st century.
- We will use cross curricular integration to ensure that we deepen our understanding of the essentials within the state TEKS.
- Our students will show positive progress by actively monitoring and checking for growth through common assessments.
- We will continue partnerships with parents, community and staff to reinforce learning.

Board Goals

Denton Independent School District's Board Goals

I. Vision ... In pursuit of excellence, the district will:

- cultivate a network of professional learning communities addressing the educational needs of every child in our district
- develop and maintain a culture where learning remains our first priority
- remain committed to providing equitable and outstanding opportunities for every student on every campus
- establish goals for individual campuses that incorporate both measurable and intangible factors
- develop a budget focused on student and professional learning
- effectively communicate achievements and recognitions to the Denton ISD community
- prepare our students to be successful in a global society while instilling an appreciation for community service

II. Teaching & Learning... In pursuit of excellence, the district will:

- cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments that supports all students
- establish high expectations with a curriculum that fosters inquiry and critical thinking
- develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.
- expect full curriculum implementation on each campus by instructional leaders
- establish quality staff development programs that promote professional learning communities
- strive to deliver all academic programs through teachers possessing advanced degrees and demonstrable competence in their areas of professional responsibility
- stay abreast of and incorporate best practices into teaching, learning, technology and leadership
- advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- actively pursue, foster and support an advanced digital learning environment

III. Climate... In pursuit of excellence, the district will:

- celebrate, respect, and promote the value of diversity in our Denton ISD Community.
- encourage and nourish a safe learning and compassionate working environment which ensures open and transparent communication and is supportive, cooperative, and ethical.
- establish a high expectation level for success for all students, staff, parents, and community
- instill in students a love of life-long learning
- motivate and prepare students to embrace their full responsibilities and obligations as active citizens of their community, nation, and world

IV. Parent and Community Involvement...In pursuit of excellence, the district will:

- foster a positive and welcoming environment that encourages parent and community partnerships to achieve success for all our students
- work continuously with the community in planning and facility development
- utilize citizens' advisory committees to focus on short and long-term tasks
- provide support services and promote health, wellness and safety for students and families
- establish and promote programs to develop and enhance parenting skills and participation in the schools
- promote child advocacy across the state and nation

V. Human Resources...In pursuit of excellence, the district will:

- develop and expect a consistently high level of, and respect for, professional performance by all staff
- recruit, select, employ and retain teachers in every classroom because of substantive experience in the discipline they teach, rather than in auxiliary functions
- maintain a diverse workforce with respect to qualifications, expertise, and commitment to excellence
- encourage all teachers and staff to pursue advanced professional development and degrees within their specialty area
- promote health and wellness in our workforce

VI. Growth, Change & Fiscal Responsibility...In pursuit of excellence, the district will:

- review and adjust policies and procedures as appropriate to address the challenges of rapid growth and changing demographic characteristics while maintaining and enhancing our strong sense of community
- create and continuously modify strategies to mitigate increasing stresses on our children, our schools, and our community
- be environmentally responsible and aggressively pursue energy efficiency and conservation principles in building design, transportation alternatives, and operating procedures
- work continuously with our community to adjust and enhance district goals as appropriate
- demonstrate effective and efficient management of district resources
- provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements.

Ginnings Elementary School Campus Improvement Plan

2013-2014 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Ginnings Elementary School conducted a comprehensive needs assessment for the 2013-2014 school year. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Ginnings Elementary School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Reading/English Language Arts

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2013 #	2013 %	2014 Target %	2013 #	2013 %	2014 Target %
3	All	77	51	66		11	14	
3	HI	39	22	56		3	8	
3	AA	6	4	67		0	0	
3	Wh	29	23	79		8	28	
3	SED	56	33	59		5	9	
3	LEP	15	9	60		1	7	
3	LEP M1	0						
3	LEP M2	0						
4	All	94	65	69		17	18	
4	HI	53	35	66		7	13	
4	AA	9	3	33		1	11	
4	Wh	29	24	83		8	28	
4	SED	75	48	64		7	9	
4	SPED	5	2	40		0	0	
4	LEP	25	11	44		0	0	
4	LEP M1	8	8	100		3	38	
4	LEP M2	0						

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2013 #	2013 %	2014 Target %	2013 #	2013 %	2014 Target %
5	All	93	79	85		12	13	
5	HI	36	27	75		3	8	
5	AA	15	14	93		0	0	
5	Wh	37	34	92		8	22	
5	SED	66	55	83		4	6	
5	SPED	8	6	75		0	0	
5	LEP	13	6	46		0	0	
5	LEP M1	2						
5	LEP M2	4						

Ginnings Elementary School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Writing

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2013 #	2013 %	2014 Target %	2013 #	2013 %	2014 Target %
4	All	97	60	62		2	2	
4	HI	56	36	64		1	2	
4	AA	9	3	33		0	0	
4	Wh	29	19	66		1	3	
4	SED	78	48	62		1	1	
4	SPED	6	1	17		0	0	
4	LEP	28	13	46		0	0	
4	LEP M1	8	7	88		0	0	
4	LEP M2	0						

Ginnings Elementary School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Mathematics

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2013 #	2013 %	2014 Target %	2013 #	2013 %	2014 Target %
3	All	88	44	50		3	3	
3	HI	51	22	43		0	0	
3	AA	6	1	17		0	0	
3	Wh	29	20	69		3	10	
3	SED	68	29	43		1	1	
3	SPED	6	1	17		0	0	
3	LEP	25	9	36		0	0	
3	LEP M1	0						
3	LEP M2	0						
4	All	98	54	55		10	10	
4	HI	57	31	54		8	14	
4	AA	9	3	33		0	0	
4	Wh	29	17	59		0	0	
4	SED	79	40	51		7	9	
4	SPED	7	2	29		0	0	
4	LEP	28	11	39		1	4	
4	LEP M1	8	7	88		3	38	
4	LEP M2	0						

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2013 #	2013 %	2014 Target %	2013 #	2013 %	2014 Target %
5	All	92	59	64		11	12	
5	HI	35	17	49		6	17	
5	AA	15	10	67		1	7	
5	Wh	38	28	74		3	8	
5	SED	64	37	58		7	11	
5	SPED	8	4	50		0	0	
5	LEP	11	5	45		3	27	
5	LEP M1	2						
5	LEP M2	4						

Ginnings Elementary School Campus Improvement Plan

School-Level Performance Data for Grades 3-8

Science

STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2013 #	2013 %	2014 Target %	2013 #	2013 %	2014 Target %
5	All	92	65	71		8	9	
5	HI	36	17	47		2	6	
5	AA	14	13	93		0	0	
5	Wh	37	30	81		4	11	
5	SED	64	42	66		3	5	
5	SPED	10	4	40		0	0	
5	LEP	12	3	25		0	0	
5	LEP M1	2						
5	LEP M2	4						

Campus Leadership Team (CLT)

Campus Leadership Team (CLT) Composition	
Position of CLT Member	Name of CLT Member
1) Classroom Teacher	Amy Wilhoit (year 2)
2) Classroom Teacher	Nina Cuetlach (year 1), Paige Richter (year 1)
3) Classroom Teacher	Renae Lemmons (year 2)
4) Classroom Teacher	Susan Patrick (year 2)
5) Classroom Teacher	Kimberly Lengerich (year 2)
6) Classroom Teacher	Ingrid Gonzalez (year 2), Kristen Gray (year 1)
7) Campus-based Nonteaching Professional	Stacey Pettigrew
8) Campus-based Paraprofessional and Operations Staff	Tandie Spurrier (year 2)
9) District-level Professional	Jonita Widmer (year 3 by request)
10) Parent	Jenifer Fuller (various PTA support-year 2)
11) Parent	Francie Pavelek
12) Community Member	
13) Community Member	
14) Business Representative	David Layton (Presby. Hospital)
15) Business Representative	Jessica Scott (First State Bank)

CLT Meetings for 2013-2014			
#	Date	Time	Location
1	9-3-13	3:15 pm	Ginnings Library
2	9-10-13	3:15 pm	Ginnings Library
3	9-17-13	3:15 pm	Ginnings Library
4	9-24-13	3:15 pm	Ginnings Library
5	10-8-13	3:15 pm	Ginnings Library
6	11-12-13	3:15 pm	Ginnings Library
7	12-10-13	3:15 pm	Ginnings Library
8	1-14-14	3:15 pm	Ginnings Library
9	2-11-14	3:15 pm	Ginnings Library
10	3-4-14	3:15 pm	Ginnings Library
11	4-15-14	3:15 pm	Ginnings Library
12	5-13-14	3:15 pm	Ginnings Library

Campus Improvement Plan Ginnings Elementary School

WIG 1

Increase mastery in Tier I instruction in all subjects by 20% per student by June of 2014. (As a campus, we will evaluate progress during the Jan. 2014 staff development day to verify if we have made 10% growth per student.)

[X] Required PI

Lead (Action Steps)	Persons Responsible/Resources	TI SW	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Provide supplement reading and math Instructional time to students identified in Tier II or Tier III. This will be supported through support from coaches, interventionists, additional certified instructional support and specialists: Reading Recovery (1.0) DLL (1.0) Curriculum/Reading Interventionist (0.5 + 0.5) Curriculum/Math Interventionist (0.5 + 0.5) District Math Specialist (0.5)	RESPONSIBILITY: Interventionists, Coaches, Admin. RR 1.0 CS 1.0 RI 0.5 MI 0.5 MS 0.5 (district) \$13,440 (Bilingual/ESL instructional support) \$3,600 (Literacy and LPAC support) \$17,325 (Literacy Intervention) \$9,000 (K-2 Instructional Support with Assessments) \$17,490 (Response Counseling Support) SCE \$ FTE 3 TI \$60,855 FTE	1 2 3 4 5 6 8 9	Individual student growth (at least 20%) by year end as evidenced from: <ul style="list-style-type: none"> • progress monitoring • running records • instructional practice change on campus • students shifting from Tier III, to Tier II, to Tier I success • Coaching model (professional development through the Curriculum Dept.) • Parent Involvement such as RR Cafe 	-Number of students who qualify for Tier II or Tier III	Jan Mar May

<p>Clarify learning targets, posting and referring to objectives within lessons in student friendly language 100% of the time</p>	<p>RESPONSIBILITY: Classroom teachers, Admin. Coaches</p> <p>Changing the Odds Conference (Salesmanship Club) \$200</p> <p>TI \$200 FTE</p>	<p>1 2 3 4 6 7 8</p>	<ul style="list-style-type: none"> walk-throughs evaluation data student conferences teacher feedback parent newsletters/emails 	<ul style="list-style-type: none"> 90% of classrooms and students visited have targets/essential question(s) posted in student friendly language students can verbalize learning goal 	<p>Oct</p> <p>Nov</p> <p>Dec</p>
<p>Special Program</p> <p>Students will increase their individual knowledge and skills by 10% by January</p>	<p>RESPONSIBILITY: Interventionists, EXPO, Dyslexia, RR, DLL, District Coaches, Admin.</p> <p>10 Student Workbooks to be used with Interventionists: Motivational Math (2nd-5th), Reading (2nd-5th), Writing (4th), Science (3rd-5th) \$1,446</p> <p>EXPO Parent Involvement Meetings</p> <p>DI projects (students and parents)</p> <p>Kamico Materials \$208</p> <p>Spanish Reading Assessment (Heinemann) \$390</p> <p>TI \$2,044 FTE</p>	<p>1 2 3 4 6 8 9</p>	<ul style="list-style-type: none"> Reading Specialist – DRA Fountas & Pinnell Math – Envisions Diagnostic Grade level common assessments EXPO – 4 pt. rubrics Grade level common assessments Bi-weekly pre-and post-tests Monitoring charts three times a week Project rubrics 	<ul style="list-style-type: none"> STAAR KR ELI SELI common assessments SRI iStation Think Through Math 	<p>Oct</p> <p>Dec</p> <p>Jan</p>
<p>Special Areas</p> <p>Strengthen problem solving and critical thinking skills. Based on student grades, our student body is currently using critical thinking and problem solving skills with an 87% success rate in our classes.</p>	<p>RESPONSIBILITY: Special Area Teachers, Admin.</p> <p>Parent Involvement Programs such as InfoMeetings, art presentations, music programs, PE Fitness night, Field Day \$200</p> <p>\$200 FTE</p>	<p>1 2 3 4 6 7 8</p>	<p>-1, 2 or 3 scale used in grading our students every six weeks.</p>	<p>-State and district-wide TEKS/ Standards using the rubric created through PLCs</p>	<p>Sept</p> <p>Nov</p> <p>Feb</p>

<p>PE Fitness Gram</p> <p>12-13 Data: Pacer 99% passed Push-ups 86% passed Curl-ups 86%</p> <p>13-14 Goal: Pacer 99-100% pass rate Push-ups 88% pass rate Curl-ups 88% pass rate</p>	<p>RESPONSIBILITY: PE teachers</p>	<p>1 3 4 8 9</p>	<ul style="list-style-type: none"> Students will set short and long-term goals in order to maximize individual success on the FitnessGram. Students will be challenged bi-monthly on pacer, push-ups, and curl-ups skills in order to track their own individual progress. 	<ul style="list-style-type: none"> Practice test before the final FitnessGram test in March Student self evaluation of short and long-term goals. 	<p>Nov</p> <p>Jan</p> <p>Feb</p>
<p>Kinder</p> <p>Based on individual student data from ELI/SELI testing on letter identification, letter sounds, and rhyming at the BOY- focus teaching/reteaching by using the SIOP strategy of comprehensible input- using a variety of techniques used to make content concepts and vocabulary clear for students</p>	<p>RESPONSIBILITY: Classroom teachers, Coaches/Interventionists, Admin.</p> <p>Parent Involvement night \$100</p> <p>\$100 FTE</p>	<p>1 2 3 4 6 7 8 9</p>	<ul style="list-style-type: none"> SIOP Strategy of comprehensible input and vocabulary focus (modeling, visuals, hands-on activities, demonstrations, gestures, and body language) 	<ul style="list-style-type: none"> Common assessments to reassess letters/sounds and rhyming in three week intervals before moving on to other areas that show need from our ELI/SELI data Teacher instructional rubric (SIOP Strategies-highly evident, somewhat evident, not evident) used every 1-3 weeks to monitor and observe use of SIOP strategies 	<p>Oct</p> <p>Dec</p> <p>Jan</p>
<p>1st Grade</p> <p>Increase learning of the physical properties of matter (1.5A) and the natural world (1.8A-D) by 10% per student</p>	<p>RESPONSIBILITY: Classroom teachers, Coaches/Interventionists, Admin.</p> <p>Parent Involvement night \$100</p> <p>\$100 FTE</p>	<p>1 2 3 4 6 8 9</p>	<p>-Pre-assessments, increasing the rigor of content objectives, and creating rubrics that include a level of learning above proficient (0-4)</p>	<ul style="list-style-type: none"> Common assessments given every three weeks Rubrics 	<p>Nov</p> <p>Dec</p> <p>Jan</p>

<p>2nd Grade</p> <p>Writing - 85% of the students on level by the end of the year Science - 85% of the students passing the science common assessments every six weeks Tier 2 students be Tier 1 by the middle of the year testing</p>	<p>RESPONSIBILITY: Classroom teachers, Coaches/Interventionists, Admin.</p> <p>Reading A-Z \$443.20 Parent Involvement night \$100</p> <p>\$543.20 FTE</p>	<p>1 2 3 4 6 8 9</p>	<ul style="list-style-type: none"> • Reading A-Z every 3 weeks • Science common assessments every six weeks • Indoor and outdoor labs for science • Data from KWL charts and Essential Questions as pre-assessments • Incorporate varied sentences and voice focus in WFTB, ELI/SELI, • Starfall • Journaling writing 	<p>-Every 3 Weeks assessment results</p>	<p>Oct</p> <p>Dec</p> <p>Jan</p>
<p>3rd Grade</p> <p>Stage 1 and 2 level = 42% not on level. Goal of increasing to 52% by January.</p> <p>Focus on incorporating talk moves into every subject (3 or 4 = mastery) 3rd grade writing report card assessment, tracking science content.</p>	<p>RESPONSIBILITY: Classroom teachers, Coaches/Interventionists, Admin.</p> <p>Social Studies Weekly \$652 American Legacy Publishing (3rd-5th) \$1,957 Parent Involvement night \$100 Word Study (Heinemann) \$290</p> <p>\$2,999 FTE</p>	<p>1 2 3 4 6 8 9</p>	<p>-Weekly writing assements with WFTB rubric</p>	<p>-50% of students will be at a 3 or above for the 2nd 6 weeks, with 10% increases thereafter. 80% mastery by the end of the school year.</p>	<p>Nov</p> <p>Jan</p> <p>Mar</p>

<p>4th Grade</p> <p>Increase individual student growth in reading, math, writing, and science by 10%</p>	<p>RESPONSIBILITY: Classroom teachers, Coaches/Interventionists, Admin.</p> <p>Social Studies Weekly \$652 Scholastic News/Science Spin/Must Know Math/Mechanically Inclined \$753 Crafting NonFiction Writing \$298 Parent Involvement night \$100</p> <p style="text-align: center;">\$1,803 FTE</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>6</p> <p>8</p> <p>9</p>	<p>READING and MATH:</p> <ul style="list-style-type: none"> Focused WIN time based on Data <p>READING, MATH & SCIENCE:</p> <ul style="list-style-type: none"> Teachers and students will use visual aids to support vocabulary development <p>WRITING:</p> <ul style="list-style-type: none"> Moose English Invitation to Notice/Imitate/Combine Crafting NonFiction Writing Empowering Writing <p>SCIENCE:</p> <ul style="list-style-type: none"> STAAR App on iPad Science Lab Investigations for hands on learning <p>ALL CONTENT AREAS:</p> <ul style="list-style-type: none"> Focus on positive growth "Talk Moves" and other inquiry based learning during classroom instruction 	<p>READING:</p> <ul style="list-style-type: none"> STAAR formatted spiraling common assessments 4 times (2 Fall & 2 Spring) to chart growth <p>MATH:</p> <ul style="list-style-type: none"> Spiraling common assessments 4 times (2 Fall & 2 Spring) to chart growth <p>WRITING:</p> <ul style="list-style-type: none"> STAAR (rubric) writing common assessments and class writings 4 times (2 Fall & 2 Spring) to chart growth in both writing and objective parts <p>SCIENCE:</p> <ul style="list-style-type: none"> STAAR formatted spiraling common assessments 4 times (2 Fall & 2 Spring) to chart growth 	<p>Oct</p> <p>Dec</p> <p>Feb</p>
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<p>5th Grade</p> <p>SCIENCE Students will meet 75% Mastery within all Sub pops in the following categories: (Reduce the total number of students in Tier 2 and 3) Lead 1: 70% Mastery Last year's STAAR 61.54% Classify matter based on physical properties = reporting category 1 Lead 2: 80% Mastery Last year's STAAR 74.35% The uses and functions of energy = reporting category 2 Lead 3: 70 % Mastery Last year's STAAR 64.32% Objective 3: Landforms, fossil fuels = Earth rotating, causing day/night = reporting category 3 Lead 4: 70 % Mastery Last year's STAAR 62.71% Objective 4: Food chains and ecosystems = Adaptations/life cycles = reporting category 4</p> <p>MATH Students will meet 75% Mastery within all Sub pops in the following categories: (Reduce the total number of students in Tier 2 and 3) Lead 1: 75% Mastery with 15% Commended Last year's STAAR 62.58% Mastery Objective 1: Numbers, Operations, and Quantitative Reasoning Lead 2: 75% Mastery with 15% Commended Last year's STAAR 61.46% Mastery Objective 2: Patterns, Relationships, Algebraic Reasoning Lead 3: 70 % Mastery with 10% Commended Last year's STAAR 53.83% Mastery Objective 3: Geometry and Spatial Reasoning Lead 4: 72 % Mastery with 10 % Commended Last year's STAAR 57.27% Mastery Objective 4: Measurement Lead 5: 75% Mastery with 15% Commended Last year's STAAR 64.23% Mastery Objective 5 Probability and Statistics</p> <p>READING Focus on vocabulary development</p>	<p>RESPONSIBILITY: Classroom teachers, Coaches/Interventionists, Admin.</p> <p>Social Studies Weekly \$652 Time for Kids subscription - one class set of \$25 = \$110.50 Non-fiction articles will be used to supplement Comprehension Toolkit strategies \$250 Alternative Energy Literature \$500 Scholastic Ink Magazine (4th-5th) \$753 Parent Involvement night \$100</p> <p>\$2,365.50 FTE</p>	<p>1 2 3 4 6 8 9</p>	<p>SCIENCE:</p> <ul style="list-style-type: none"> Weekly formative assessments Writing reflections Common assessments Science journals Hands-On-Activities Vocabulary Journals <p>MATH</p> <ul style="list-style-type: none"> Weekly formative assessments Writing reflections Common assessments <p>READING</p> <ul style="list-style-type: none"> SRI assessments iStation 	<p>Math - 1 common assessment per each LEAD per 6 weeks.</p> <p>Science - 1-2 common assessment each 6 weeks.</p> <p>ELA/SS - 1 common assessment each 6 weeks.</p> <p>STAAR Simulations - November and February. SRI - September, early January, and early May. DRA - September and early May iStation assessed monthly</p>	<p>Nov</p> <p>Jan</p> <p>Feb</p>
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<p>Special Education</p> <p>SPED students will show 15% growth in their IEP goals by June.</p>	<p>RESPONSIBILITY: Special Education staff, Classroom Teachers, Admin.</p> <p>Autism resources/training Behavioral training STAAR accommodated materials \$400</p> <p style="text-align: center;">\$400 FTE</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>8</p> <p>9</p>	<ul style="list-style-type: none"> • Differentiating initial Tier I instruction for sped students. • Small groups • Co-teaching Pull- out instruction • SIOP strategies • Accommodations • Modifications • Common assessments • Completed classroom assignments 	<ul style="list-style-type: none"> • 15% growth on STAAR first administration • Data will be collected through common assessments and completed classroom assignments 	<p style="text-align: center;">Nov</p> <p style="text-align: center;">Jan</p> <p style="text-align: center;">Mar</p>
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Demographics:

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Droupout and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. – Victoria Bernhardt

List the actual data sources reviewed below.

Staff Survey - Survey Monkey

Aware

See page 7 of the guide for probing questions related to demographics.

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

Needs

Special Programs involvement is key to student success.	Clear Communication to staff regarding job description and responsibilities of Coaches/Interventionists/Push-In Support
Teachers are using IEP's/BIP's provided by Special Ed.	Provide specific time for collaboration with Special Programs & Special Ed
Coaching/Push-In Support & Collaboration are starting to happen.	Communication and Progress Monitoring regarding students
Applying strategies & suggestions provided by Special Programs/Coaches Interventionists & Special Ed	More coordination of classroom instruction (lesson plans) with Special Programs
Special Programs Team support the grade level goals for student success.	Limited time available in classroom with Interventionist/Coach
	Clearer understanding of "At-Risk Students"

Summary of Needs

- Clear communication to staff regarding job description & responsibilities of Coaches/Interventionists/Push-In Support
- Staff development or training regarding "At-Risk" Demographics and how to reach these students. (Best Practices)
- Staff development in proactive planning that maximizes instruction, using Coaches and Interventionists.
- Set specific time for collaborating with Reading and Math Coaches/Interventionists within each grade level



Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- LEPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose: improving learning for all students. – Victoria Bernhardt

List the actual data sources reviewed below.

Survey Monkey

Common Assessments

See page 8 of the guide for probing questions related to Student Achievement

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

Survey provides evidence of progression in all content areas with strongest areas in Math and Reading.

Data provides evidence of student progression.

According to survey, bilingual students are progressing at a faster rate than monolingual students in K-2.

Campus knowledge of intervention.

Needs

RTI implementation by all staff

staff development over class management and meeting differentiated needs of all students.

Summary of Needs

Support in Tier 1 instruction, for example, in classroom workshop modeling and accessibility to video examples that can be provided from expertise of staff on campus.

Staff development in proactive planning that maximizes instruction to meet differentiated needs of all students.

RTI book study such as RTI from all sides: What every Teacher needs to know by Mary Howard or RTI in Literacy by Peter Johnston recommended by the Sisters (Café/Daily5). This would allow teachers to study the RTI process and create systems that meet our campus needs. It would be a campus initiative (everyone participates)



School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system

Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. – Author unknown.

List the actual data sources reviewed below.

Staff survey via survey monkey

Student survey via survey monkey

See page 9 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

Needs

Staff respect for teams/ other staff

Favoritism, singling out

Students feel comfortable

Commitment to mission, vision

Visibility of administration via students

Lack of "Buy In" and follow through

Some people enjoy their jobs.

Discipline concerns

Teachers love their students.

Lack of continuity, changes

Administration listens to concerns.

No purpose for Mission, Vision

Trust in voicing opinions

Feel unrecognized, praise feels disingenuous

Administration doesn't act on concerns.

Summary of Needs

The majority of staff feel that there is a lack of respect, voices are not heard, favoritism toward staff, lack of continuity, and not enough support.

Perhaps conducting staff meetings led by the administration, where the staff can feel they are aware of what is going on campus and off would help with communication.

Modeling crucial conversations and providing a safe environment for those discussions with administration and other teams would be effective.

Campus book study on culture and climate, a plan of action and tracking system so that staff and administration can all be accountable.

Awareness of emotional bank deposits and less withdrawals by administration. Staff should have evidence and know that they supported.

The majority of staff also feel like discipline is a concern.

We could have a discipline committee that could address staff concerns and create a plan of action.



Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization’s level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns

Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Programs Qualifications; e.g., Bilingual/ESL/, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. –Stephen Covey

List the actual data sources reviewed below.

See page 10 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

Needs

New staff are provided a mentor and have access to our specialists. They also have their team to support them.

PLC, team meetings, RTI, Staff Dev., Vertical Teams, District trainings, PDAS

There was mixed feedback on the survey. Some new staff felt as if their mentor had helped them, others felt they did not have one, or the mentor was too busy to help.

Summary of Needs



Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence, Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and processes
- Common benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. – Fenwick English

List the actual data sources reviewed below.

Staff survey via survey monkey

See page 11 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

TEKS and Assessments are aligned

People are looking at data during PLCs and team meetings.

Summative Assessments

Noticing the need for analyzing formative assessment and data

Needs

Instruction needs to be aligned more efficiently (use of vocabulary)

Consistent WIN and Conceptual Refinement time.

Consistent formative assessments

Using data to drive daily instruction

Summary of Needs

Using vocabulary walls (words walls) efficiently. Vocabulary or subject notebook.

Team lesson planning to cover TEKS efficiently. Include coaches as needed.

Training on WIN time, Intervention, Conceptual Refinement. Weekly plans for Tier 2 instruction with coaches' support as needed.

Tracking data sheets for assessments.



Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievements for all students

Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Data Sources Reviewed

The family is changing, not disappearing. WE have to broaden our understanding of it, look for the new metaphors. – Mary Catherine Bateson

List the actual data sources reviewed below.

staff survey

Grandparent day counts

parent survey

data from programs such as big brother/big sister

data/counts from Literacy night

data looking at programs such as TWU, UNT that serve 21st century and ESD as well as mentors from high school

data/counts from science night

data from math night

See page 12 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

Lit. night/Math night/Science night

programs such as Rockin Readers

programs such as PALS (high school mentors)

TWU/UNT student support

support from community members and PTA for egg hunt and fun runs

We do a great job of soliciting events at school

Book fair/carnival - PTA support

Field day- family support

read-a-thons

mucis performances and art exhibits

Needs

possible newsletter or brochure to parents per 6 weeks

need to look at what is going on in the community and what night we plan stuff- make sure nothing at high schools or middle schools for siblings and spring sports- what nights

more help from community-

suggestion WATCH DOG program with dads

parents reading/signing folders/reading logs

parent rep/community rep on CLT haven't been present

possible art night and possible spring conferences

suggestion for each grade level to see what next grade level is like in spring

Summary of Needs

See below counts for various Family events/nights at Ginnings

We need to pay attention to what is going on in community or at high schools/middle schools that siblings may have to attend and also what night sporting events take place or practices.

Need some support from Dads possibly

need a parent rep/community member present on CLT - they are on the list

possible spring conferences and classroom visits for next year to see what next grade is like



School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc
- Decision Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map and Physical Environment
- Program Support services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. – Author Unknown

List the actual data sources reviewed below.

Survey Monkey Staff Survey

See page 13 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”

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Strengths

Needs

WIN Time

Safe environment in which to express our opinions on school decisions

Assessments(Common, Formative, Summative)

Higher Expectation for students campus wide

Summary of Needs

Adminstration could utilize Survey Monkey to allow staff to express opinions in an anonymous environment.

Create a Vertical Team to address high expectations in behavior and academics across grade levels.



Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we “do school” will change as students have more access to the worlds around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. – Superintendent

List the actual data sources reviewed below.

Survey Monkey

See page 14 of the guide for probing questions related to School Culture and Climate

Findings/Analysis

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Look for patterns in the data that reveals trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Strengths

The majority of our teachers are using technology and feel very strong about their knowledge.

Needs

Time, lack of equipment/software, current training: ipad, smartboard, etc.

Technology is being used in all content areas and special areas. The effect of using technology is reported to be 100% positive.

Summary of Needs

Comprehensive Needs Assessment Summary of Priority Needs Ginnings Elementary School

Demographics:

Clear communication to staff regarding job description & responsibilities of Coaches/Interventionists/Push-In Support

Staff development or training regarding "At-Risk" Demographics and how to reach these students. (Best Practices)

Staff development in proactive planning that maximizes instruction, using Coaches and Interventionists.

Set specific time for collaborating with Reading and Math Coaches/Interventionists within each grade level

School Culture and Climate:

The majority of staff feel that there is a lack of respect, voices are not heard, favoritism toward staff, lack of continuity, and not enough support.

Perhaps conducting staff meetings led by the administration, where the staff can feel they are aware of what is going on campus and off would help with communication.

Modeling crucial conversations and providing a safe environment for those discussions with administration and other teams would be effective.

Campus book study on culture and climate, a plan of action and tracking system so that staff and administration can all be accountable.

Student Achievement:

Support in Tier 1 instruction, for example, in classroom workshop modeling and accessibility to video examples that can be provided from expertise of staff on campus.

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Teacher Quality:

Awareness of emotional bank deposits and less withdrawals by administration. Staff should have evidence and know that they supported.

The majority of staff also feel like discipline is a concern.

We could have a discipline committee that could address staff concerns and create a plan of action.

Curriculum, Instruction and Assessment:

Using vocabulary walls (words walls) efficiently.
Vocabulary or subject notebook.

Team lesson planning to cover TEKS efficiently. Include coaches as needed.

Training on WIN time, Intervention, Conceptual Refinement. Weekly plans for Tier 2 instruction with coaches' support as needed.

Tracking data sheets for assessments.

School Content and Organization:

Administration could utilize Survey Monkey to allow staff to express opinions in an anonymous environment.

Create a Vertical Team to address high expectations in behavior and academics across grade levels.

Family and Community Involvement:

See below counts for various Family events/nights at Ginnings

We need to pay attention to what is going on in community or at high schools/middle schools that siblings may have to attend and also what night sporting events take place or practices.

Need some support from Dads possibly

need a parent rep/community member present on CLT - they are on the list

possible spring conferences and classroom visits for next year to see what next grade is like

Technology: